

**A STUDY ON THE RELATIONSHIP BETWEEN ENGLISH SPEAKING
ANXIETY AND STUDENTS SPEAKING ON EXAMINATION AT
UNIVERSITY OF MUHAMMADIYAH MALANG**

THESIS

In Partial Fulfillment of the Requirement for Master
Degree of English Language Education



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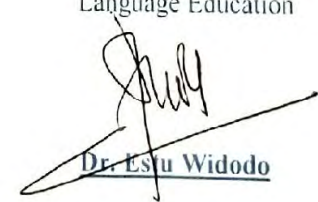

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LETTER OF STATEMENT

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Hereby, declare that:

1. The thesis entitled : **A STUDY ON THE RELATIONSHIP BETWEEN ENGLISH SPEAKING ANXIETY AND STUDENTS SPEAKING ON EXAMINATION AT UNIVERSITY OF MUHAMMADIYAH MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
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ABSTRACT
**A STUDY ON THE RELATIONSHIP BETWEEN ENGLISH SPEAKING
ANXIETY AND STUDENT'S SPEAKING ON EXAMINATION AT
UNIVERSITY OF MUHAMMADIYAH MALANG**

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ABSTRACT

In this research, the researcher analyzes the relationship between student's speaking anxiety and student's speaking examination because the researcher wants to know whether anxiety can influence student's speaking examination or not. In this case, the researcher has two of research questions that are intended to be investigated, they are relationship between student's speaking anxiety and student's speaking examination and how do the teachers deal with the anxiety occurred in the English speaking class.

This research used relationship design with mix method quantitative approach and qualitative approach. There were two instruments used in this research, questionnaire and interview. Firstly, Foreign Language Classroom Anxiety Scale (FLCAS), the questionnaire which was adapted from the expert, it was distributed to the students at the first semester of English language education department (ELED) in University of Muhammadiyah Malang (UMM) as the sample 49 student's. Those samples were selected by using cluster sampling since the sample were in group. The classes which were used in this research were class D and class H. Secondly, document analysis was taken from the students speaking score and it was drawn from the teacher of the class. Thus, the researcher correlated the result of questionnaire and students speaking score to find out if there was any correlation. In calculating the data and interpreting the result, the researcher used SPSS program and Pearson product moment theory.

Based on the finding of this research, students speaking anxiety and student's speaking examination of first semester student's was 144 for the highest and 64 for the lowest. Then, the result of coefficient correlation (r) for the students speaking anxiety and students speaking score was $-.554$. It showed that the value of r was $-.554$. It means that there was negative relationship between speaking anxiety and students speaking examination which was based on their score. So that, the teacher used oral test which was asking and giving question (interview technique) to deals students speaking anxiety all of the question in conversations was about daily activities of the students.

Keywords: *speaking, speaking anxiety, students speaking examination*

STUDI TENTANG HUBUNGAN ANTARA KECEMASAN BERBICARA BAHASA INGGRIS DAN UJIAN SISWA DALAM BERBICARA BAHASA INGGRIS DI UNIVERSITAS MUHAMMADIYAH MALANG

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ABSTRAK

Dalam penelitian ini, peneliti menganalisis hubungan antara kecemasan berbicara siswa dan ujian berbicara siswa karena peneliti ingin mengetahui apakah kecemasan dapat mempengaruhi ujian berbicara bahasa Inggris siswa. dalam hal ini, dalam penelitian peneliti memiliki dua pertanyaan untuk diselidiki, yaitu hubungan antara kecemasan berbicara siswa dan ujian berbicara siswa dan bagaimana guru menangani kecemasan yang terjadi di kelas berbahasa Inggris.

Penelitian ini menggunakan desain hubungan dengan pendekatan kuantitatif metode campuran dan pendekatan kualitatif. Ada dua instrumen yang digunakan dalam penelitian ini, kuesioner dan wawancara. Pertama, Skala Kecemasan Kelas Bahasa Asing (SKKBA), kuesioner yang diadaptasi dari pakar, dibagikan kepada mahasiswa semester pertama di jurusan pendidikan bahasa Inggris (PBI) di Universitas Muhammadiyah Malang (UMM) sebagai sampel 49 siswa. Sampel tersebut dipilih dengan menggunakan cluster sampling karena sampel berada dalam bentuk kelompok. Kelas yang digunakan dalam penelitian ini adalah kelas D dan kelas H. kedua, analisis dokumen diambil dari nilai ujian berbicara bahasa Inggris siswa dan itu diambil dari guru kelas. Dengan demikian, peneliti mengkorelasikan hasil kuesioner dan skor berbicara siswa untuk mengetahui apakah ada korelasi. Dalam menghitung data dan menafsirkan hasilnya, peneliti menggunakan program SPSS dan teori Pearson produk momen.

Berdasarkan temuan penelitian, kecemasan berbicara siswa dan ujian berbicara siswa di semester pertama siswa adalah 144 untuk yang tertinggi dan 64 untuk yang terendah. Kemudian, hasil koefisien korelasi (r) untuk kecemasan berbicara siswa dan skor berbicara siswa adalah $-,554$. Ini menunjukkan bahwa nilai r adalah $-,554$. Ini berarti bahwa ada hubungan negatif antara kecemasan berbicara dan ujian berbicara siswa yang didasarkan pada skor mereka. Sehingga, guru menggunakan tes lisan yang bertanya dan memberikan pertanyaan (teknik wawancara) untuk menangani kecemasan berbicara siswa semua pertanyaan dalam percakapan adalah tentang kegiatan sehari-hari siswa.

Kata kunci: berbicara, kecemasan berbicara, ujian berbicara siswa

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Finally, many thanks and unlimited blessing are presented to all members of TEATER KATAMATI, and all friends who have been her second family in Malang.

Malang, 25 July, 2019

Nur Yaman

MOTTO AND DEDICATION

Motto:

Never say we can not do anything like smart people

Things

Say

Action

God has addressed through a trembling our heart (Teater Katamati)

Dedication:

I present this thesis special for

My Parents,

My brother and sisters,

My friends,

Thank you for the supports.

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INTRODUCTION

Background of the Study

English is the official language of many international and professional organizations and also the major language of science. In Indonesia, students have been studying English since elementary school up to senior high school. According to the curriculum 2013 of Senior High School (SMA), the first-year students are expected to speak English actively (Murni, 2016). However, in fact, Indonesian students are still having some difficulties in speaking English. In the process of learning speaking, the students find that speaking is difficult to practice. When the lecturer asks students to speak their opinion up, most of them feel anxious to express it. Some students of the University of Muhammadiyah Malang were found having speaking anxiety and they felt anxious that they would make mistakes when they were speaking in front of the class (Murni, 2016). This problem is commonly faced by English learners.

When the students getting stressed while facing speaking examination, it could be assumed that they really care about their score. This pushes them to work harder to earn a good score. However, when anxiety caused by examination stress attacks, it interferes the students' ability to perform their full potential (Kondo, 2004). Anxiety suffered during speaking examinations is often attributed to the fear of failure and it could give lasting negative impacts on the students' speaking performance. Examination anxiety has been reported to produce debilitating cognitive effects including problems with memory and recalling information.

Some studies have been conducted to find out the relationship between speaking anxiety and students' speaking anxiety during the examination. Awan (2010) investigated the relationship between Foreign Language Classroom Anxiety Scale and the students' achievement and the situations that caused anxiety. The study reported a negative relationship between language anxiety and achievement. It also found that female students were less anxious than male students. The study concluded that the main cause of anxiety was when the students were asked to speak in front of other students.

Zhao (2007) investigated speaking anxiety among high school students in China. The study found that the fear of negative evaluation was the most prevalent

cause of anxiety. It was also found that male students experienced more anxiety than female students. During the research, it was known that tests were a debilitating factor in language learning. The study concluded that highly-anxious learners did not get much achievement and their low achievement caused them to be more anxious in the process of language learning. Comparing the anxiety in English as Second Language (ESL) classrooms and mainstream settings, a significant relationship was found between achievement and English language anxiety (Pappamihel, 2002). It was discovered that when the number of examination increased, then the students' speaking anxiety decreased. The study also found out that academic sources such as English books increased anxiety.

Thus, the findings above are sufficient to support the importance of studying speaking anxiety. The first-semester students are intended as the research subjects due to their current English speaking level. Since they are attending speaking 1 class, it means they are at the beginning level of speaking and it is likely they would experience more anxiety when they are being negatively evaluated (Yamat, 2012; Bidabadi, 2012).

Statements of the problem

Based on the background of the study, the statements of the problems are formulated as follows:

1. Is there any relationship between students speaking anxiety and students speaking examination?
2. How do the lecturers deal with the anxiety occurred in the English speaking class?

LITERATURE REVIEW

Speaking

Speaking is the main skill to communicate with people. There are many definitions of speaking according to experts. Harmer (2007:284) states that speaking is the way to convey communicative interaction or to give information by using oral language and to express the ideas. According to Brown (2001:237), social contact in interactive language functions is an important key. In this sense, it is not what the speakers say that counts, but it is more about how they say it and how they convey the message through body language, gesture, eye contact, physical distance, and other non-verbal features. It means that

speaking is the medium to express ideas, opinions, and feeling. Productive skill is the ability to convey the message or meaning well to get the listeners giving a response.

Nunan (2003) defines speaking as the use of language in a quick and confident manner with a few unnatural pauses. Speaking skill is a priority for many second and foreign language learners. Learners often evaluate their success in language learning on the basis of how well their improvement in speaking in the target language. Based on some definitions proposed by the experts, it is concluded that speaking is the ability to produce the language and share ideas.

Brown (2001: 267) states that successful speaking is shown when the speakers are able to speak relevantly and comprehended easily at an acceptable level for the listeners. The benchmark of successful foreign language acquisition is usually demonstrated by the learners' ability to accomplish pragmatic goals through an interactive discourse with other speakers. Richards and Renandya (2002: 204) propose that effective oral communication requires the ability to use the language appropriately in social interactions that involve not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Nonlinguistic elements such as gestures, body language, and expressions are also needed in conveying messages directly without any accompanying speech.

a. Types of speaking performances

In learning speaking, there are some types generally used to describe speaking performances. According to Brown (2001), there are six basic types of classroom speaking performances as follows:

- 1. Imitative:** in this type, the speaking is not performed for a meaningful interaction as it only focuses on a certain element of language form.
- 2. Intensive:** it goes one step after imitative. It is designed to practice some phonological or grammatical aspects of language.
- 3. Responsive:** this type deals with learner's speech to response any questions or comments from the lecturers or the other learners in a short way.
- 4. Transactional (*dialogue*):** The purpose of transactional language performance is to convey or exchange specific information. It is the next step of speaking performance.
- 5. Interpersonal (*dialogue*):** this type is no longer for the exchange of facts and

information, but it is focused on maintaining social transactions. Dialogue is more complicated since it could involve some factors such as a casual register, colloquial language, emotionally charged language, sarcasm, slang, etc.

- 6. Extensive (monologue):** At this level, the learners have achieved an intermediate or advanced level since in this step they could give extended monologue in the form of reports, summaries, or perhaps short speeches.

b. Problems in speaking performance

Although speaking is considered as the main language skill that should be improved, it has been widely noticed that the learners have faced many difficulties in speaking English. According to Ur (1996), there are some common problems in speaking performance as follows:

- 1. Inhibition.** When learning speaking, the learners are inhibited to try speaking in a foreign language. It makes them worry about making mistake, fearful when being asked, and feel ashamed when talking to their friends in the target language.
- 2. Nothing to say.** It commonly happens when the learners are trying to speak but they cannot think anything in their mind. When they have got nothing to say, it would be difficult for them to speak and to express their feeling.
- 3. Low or uneven participation.** This problem commonly happens when the learners have a large group activity at which every person has to speak. It means each learner would have very limited time to talk.
- 4. Mother-tongue use.** In many cases, the learners are uncomfortable talking in target language since they feel it is unnatural for them, let alone if the target language has a different set of pronunciation. This problem makes them start to perceive the difficulties in speaking in a foreign language since they feel that their natural pronunciation is different from the pronunciation in the target language.

Teaching of Speaking

The teaching of speaking skill has become increasingly important in the English as a second or foreign language (ESL/EFL) context. The lecturers should know some ways to improve the speaking ability of their students. In teaching speaking, the lecturers should keep on learning to create their own strategies to get their students interested in learning speaking.

Brown and Yule (1983) argue that language teaching has not concerned with spoken language teaching. This language teaching comprises of the production of short utterances and it is often fragmentary in the context of teaching and learning pronunciation. Brown and Yule (1983) also differentiate two basic language functions, which are the transactional and interactional functions. The former concerns the transfer of information.

Nunan (1989: 32) considers that the lecturers should apply the bottom-up-top-down approach in speaking. The bottom-up approach in speaking means that the learners should begin with the smallest units of language, individual sounds, and then move to the mastery of words and sentences. On the other hand, the top-down approach proposes that the learners should start with the larger chunks of language embedded in meaningful contexts, then they should use their knowledge to comprehend the message, and they finally could use the smaller language elements correctly.

Brown (2001: 271) argues that teaching the micro-skills of oral communication is very important. One of the implications is the importance of focusing on both the forms of language and the functions of the language. It is also mentioned that the pieces of language should be given attention for more than makeup to the whole.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings and information from other people in the whole life situation. Speaking is the process of building and sharing meaning using verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998). Teaching speaking has been undervalued and English language lecturers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, the goal of teaching speaking should improve students' communicative skills, in that way of the students express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for lecturers who teach oral language (Kayi, 2015.)

Anxiety

Anxiety is defined by Scovel (1978) as apprehension, a vague fear only indirectly associated with an object. Specifically, Spielberger (1972) identifies anxiety as an unpleasant emotional state or condition characterized by a subjective feeling of tension, apprehension, and worry due to the activation or the arousal of the automatic nervous system. In the classroom or learning environments, anxiety is regarded a distinctive complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, 1986).

Anxiety is one of the internal factors in personality besides self-esteem, willingness to communicate, and motivation. Anxiety is described by psychologists as a subjective feeling of tension, apprehension, and nervousness associated with an arousal of the autonomic nervous system (Horwitz, 1986:125). However, anxiety is one of the most common emotional problems. In the case of foreign language learning, it is normally found some learners that might suffer anxiety when they are facing a speaking examination. They feel the tension and the nervousness when they are asked to speak in front of the classroom since their nervous system is aroused.

Brown (2000:151) believes that anxiety is related to the sentiments of uneasiness, disappointment, self-uncertainty, misgiving, and stress. It can be said that anxiety could endanger self-efficacy and some learners could perceive it as something threatening when they face a speaking examination. In many English learners, it is found that speaking anxiety happens all the time when they are learning speaking in the target language.

a. The Categorization of Language Anxiety

According to Horwitz, et al. (1986), there are three categorizations that influence language speaking anxiety as follows:

1. Communication Apprehension

Communication apprehension is a type of shyness characterized by fear or anxiety when someone is orally communicating with other people. In the context of foreign language learning, the learners or students who have a problem in communication apprehension would face some troubles in speaking in the front of people since they have a little control on their communicative features. Another

problem is when the learners have no decent knowledge in understanding others and in making their speech understandable. Having this kind of anxiety, even talkative people could be silent in sudden when they are asked to speak up in a foreign language class.

2. Test of Anxiety

Besides performance evaluation as an ongoing feature in the majority of foreign language classes, a test of anxiety is also a relevant topic in the discussions of foreign language learning. Test of anxiety refers to a type of performance anxiety test stemming from a fear of failure. It means that the learners or students would feel afraid when the lecturers give them a test or quiz. They are afraid if they cannot achieve a perfect score, they would fail. Oral tests have the potential of provoking learners' speaking anxiety when they are having a speaking examination and also when they are communicating orally to the others.

3. Fear of Negative Evaluation

Fear of negative evaluation is an anxiety of the others' assessments, evasion of evaluation, and a feeling of fear that the others would assess adversely. It commonly happens in the foreign language class. Although this is quite similar to test anxiety, fear of negative evaluation has a broader scope since it does not only focus on the test-taking situation, but it also might occur in social evaluative situations, like during job interview conducted in English.

b. Types of Anxiety

According to MacIntyre and Gardner (1989), there are three types of anxiety in general, those are state, trait, and situation-specific anxiety.

1. State Anxiety

State anxiety is the experience of unpleasant feelings when someone is confronted with a specific situation, demands or a particular object or event. According to Spielberger (1973), state-anxiety is defined as apprehension experienced at a particular moment in time. It means this type of anxiety refers to a temporary condition as a response to some perceived threats. Thus, when the object or situation perceived as a threat is gone, the person would no longer feel anxious anymore.

2. Trait Anxiety

Like state anxiety, trait anxiety arises in response to a perceived threat, but it differs in the intensity, duration, and the range of situations in which it occurs. According to Spielberger (2005) trait anxiety is a general characteristic of an individual's personality. This kind of anxiety becomes an individual personality since it refers to the stable tendency to attend, to experience, and to report negative emotions such as fear and worry in various situation. Someone who has high anxiety-trait would easily feel worried and stressed in a less dangerous situation. This types of anxiety also present in normal day-to-day activities, let alone particular people designated to face a tremendous amount of difficulties in their everyday life.

3. Situation Specific Anxiety

Situation specific anxiety is a type of anxiety experienced in a specific situation. According to MacIntyre and Gardner (1991):

“Situation-specific constructs can be seen as trait anxiety measures limited to a given context. Respondents are tested for their anxiety reactions in a well-defined situation such as public speaking, writing examinations, performing math, or participating in a French class.”

The statement above shows that anxiety always appears in the same situation. It is difficult for the students to speak in a foreign language since they have not had the ability to speak, to listen, to write, and to listen proficiently in the target language. In the context of learning English, the learners would feel nervous when they are asked to speak in English and, consequently, their anxiety would come out.

Speaking anxiety

Speaking is one of the most significant parts of language learning. Due to the great influence on the process of language learning, speaking anxiety has played a crucial role in language learning and in Second Language Acquisition (SLA) or foreign language. According to Palacios (1998), speaking is the major cause of anxiety among learners.

Speaking anxiety, one of the most important affective variables that influence foreign language learning, often has a detrimental effect on the students speaking performance (Melough, 2013). It negatively influences the adaptation to the learning

atmosphere of the students and their achievement (Palacios (1998). It can be argued that many learners are afraid of speaking in the target language. Aydın (2001) categorizes the reasons for speaking anxiety into four categories: personal reasons, the lecturers' manner in the classroom, learners' beliefs, and testing and teaching procedures. In order to be successful in language learning, speaking anxiety must be overcome (Chaokongjakra, 2013).

Oral speaking test examination

Oral speaking test examination is done by two or more students and it does not use a piece of paper. The test is assessed and marked normally through subjective judgment and the criteria of speaking test examination and the design of speaking assessment may depend on the types of speaking being assessed (Nunan, 2003).

1. **Grammar:** The test takers are assessed on their ability to control the grammar use within sentences and their ability to construct, to use grammar appropriately and accurately, and to avoid grammatical errors in speaking.
2. **Vocabulary:** The test takers are assessed on their ability to master the range, the precision, and the use of vocabulary features in a conversation. This test indicates the level of proficiency they are in.
3. **Comprehension:** Understanding the context of the conversation and able to appropriate response according to the question.
4. **Fluency:** The language fluency indicates the speech production in a conversation and how well it is delivered. This test also measures whether the test takers have the confidence in delivering the speech and if they are able to deliver appropriate responses in a specific theme without too many hesitations in choosing words.
5. **Pronunciation:** Pronunciation assessment deals with how often the test takers make errors in pronunciation and how their pronunciation ability interferes communication.

RESEARCH METHOD

Research Design

This study investigates students' speaking anxiety on examination and how the teachers deal with the speaking anxiety occurred during the English speaking class. Based on those two research questions, the design of this research is mixed-method

as the questions need to be answered using both quantitative and qualitative approach.

According to Creswell, et.al. (2008), a mixed-method design is a method that is similar to the inquiry method. This method gives the assumption that collecting data, analyzing data, and mixing approaches are conducted through some phases. It is going to focus on collecting and analyzing data and both quantitative and qualitative approach would be mixed in order to get the answers to the research questions. In this research, quantitative data on the relationship between students' speaking anxiety and students speaking on examination was firstly collected then it was analyzed using SPSS analysis program. On the second phase, qualitative data on how the teachers dealt with the anxiety occurred in the English speaking class was gained then it was analyzed using qualitative procedures. After having both data analyzed, the whole conclusions representing some answers to the research questions were arranged. Hence, the mixed-method should have been acceptable in conducting this research.

Population and Sample

In this study, the first semester students of speaking class of the English Language Education Department (ELED) at the University of Muhammadiyah Malang (UMM) was chosen as the research subject due to their English speaking level. By attending speaking 1 course, it meant that they were in the beginner level of speaking and they most likely had a high level of speaking anxiety (Placious, 1998). The sample consisted of 49 students from two classes (D and H) from the whole population of 10 classes (A to J). D and H class were selected as sample using the cluster sampling. Those two classes were selected since they represented more than 15% from the population (\pm 300 students), therefore, there were 49 students were selected as the sample.

Arikunto (2006) states that the population could be a research subject if the number of the population is less than one hundred. The D class consisted of 24 students while the H class consisted of 25. The lecturer was interviewed and asked about their strategy to solve students' speaking anxiety during the examination of Speaking I class. The data was taken from the questionnaire on students' speaking anxiety and their speaking examination scores. This research needed to be conducted for some reasons. First, this study is to solve the problems with the students' speaking anxiety since it is a less known problem in English learning, especially in speaking. Second, this

study is about to know the relationship between students' speaking anxiety and students speaking performance during examination.

Research Instrument

A research instrument is a tool or a facility used by the researcher to collect the data. The research instrument helps to gain a better, complete, accurate, and systematic data. According to Arikunto (2010), in many cases, researchers often use double research instruments or more as they feel inconvenience when using one instrument and they try to add it with another instrument.

There are several instruments that could be used to collect the data, such as tape recorder, camera, observation field-note, observation checklist, interview guide, and questionnaire. This study used two instruments: the questionnaire and interview guide.

Data Collection

Questionnaire and interview were used as the instruments in collecting the data. The lecturer gave an oral speaking test and the students were asked to make an interpersonal dialogue in the form of asking and giving opinions. Then, the students had to perform the dialog with their partner about the expressions in asking and giving opinions. After that, the questionnaire was distributed to the students in order to find out their level of anxiety and to investigate the aspects of anxiety mostly correlated to their speaking.

1. Questionnaire

Questionnaire is a technique of collecting data by giving several items of the questions in written form consisted of open or closed questions. In this study, the questionnaire was given to the students in English Language Education Department class D and H in order to gain data about students in learning English speaking anxiety. The study used the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire to categorize the students into two types. The first type was the students who had a high level of anxiety and the second one was the students who had a low level of anxiety. The scale was also used to find out the aspects of anxiety mostly correlated to the students' speaking. The questionnaire consisted of closed questions and the students were given 30 minutes to answer the questions.

The FLCAS questionnaire was in the form of Likert scale adapted from Horwitz (1998) with five degrees options: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree while the scale range in this questionnaire was from 1 to 5. The score was 5 for those who chose strongly agree, 4 for those who chose agree, 3 for those who chose neither agree nor disagree, 2 for those who chose disagree, and 1 for those who chose strongly disagree. The data was calculated by SPSS with the range of score from 64 to 144. If the students obtained score 64 to 97, it meant that they had a low level of anxiety. For the students who scored 98 to 144, it meant they had a high level of anxiety.

Table 2: Research Question, Data collection procedure, and form of data

Research Question	Data collection	Form of data
Form Procedure		
Is there any relationship Number between students speaking anxiety and speaking examination?	Questionnaire Analysis	Likert scale/SPSS
How do the teachers deal with the anxiety occurred in the English speaking class?	Interview Recording Fieldnotes	Word

2. Validity and Reliability

Before conducting the tests, in order to check the validity and reliability, the tests should be tried out to seek to construct validity. Then, to determine the construct validity, the English lecturer was asked to check the instrument validity and also the rubric criteria. For the score of multiple choices, there were 30 items in which the highest score was 5 point and the lowest score was 1. Meanwhile, to check the construct validity, Cronbach's Alpha statistics in SPSS version 16.0 were used to analyze whether the items were valid and reliable or not.

3. Interview

An interview is a systematic way of talking and listening to people and it is another way to collect data from individuals through conversation. Interview, in general, falls into three categories: structured, semi-structured, or unstructured interviews (Arikunto, 2006). A structured interview is an interview with arranged, precise, and fixed questions. An unstructured interview is an interview in which the

interviewers do not use any interview guide and it depends on their ability to collect information from the participants. In addition, a semi-structured interview is a combination between structured and unstructured interview which uses both fixed questions and open-ended questions that allow the interviewers to get additional information based on the relevant topic (Arikunto, 2006).

This study employed a structured interview to collect the data and to gather information from the subjects. The structured interview of this study covered several questions to investigate students' perceptions of the factors causing speaking anxiety to the first semester students during speaking class. The structured interview was conducted for four students: two of them had high anxiety and the rests possessed low anxiety. Those students were the representative of the first semester students based on the results of the speaking anxiety questionnaire that indicated their anxiety level. They were interviewed using the questions list as the interview guide.

Data Collection Procedure

The source of data in this study was the first semester students of the speaking class. This research captured students' speaking anxiety and how the lecturer dealt with the students' speaking anxiety. In addition, the interview was also conducted to gain more in-depth information about the students who possessed both high and low level of speaking anxiety.

The data was collected through some processes as follows:

1. Before the questionnaire was distributed, the students in the speaking class were asked for their permission. The consent form or permission sheet contained brief information about this research and the form of confirmation of the participants that they agreed to cooperate.
2. The students filled in the questionnaire of speaking anxiety after having the speaking class.
3. The lecturer was asked to show the document about the students' speaking score.
4. The lecturer was interviewed about how to deal with the students' speaking anxiety.

Data Analysis

Data analysis is a process where the researchers arrange the data in order to increase understanding of the data and to present what is learned to the others (Ary, 2010). After the data was collected, it was analyzed and identified to find out if there

was a relationship between two variables: speaking anxiety and students speaking performance during examination.

1. Quantitative procedure

After gaining the data about the students' speaking anxiety during the examination, the linear regression analysis was conducted to find out whether the dependent variable (students on examination) had a correlation with the independent variable (speaking anxiety). In this study, the students' English speaking anxiety was the independent variable (X) and the students performance during examination was the dependent variable (Y).

a. Normality Test

Normality test is one of the important procedures of research. It was to check whether the data from two variables are distributed normally or not using the Shapiro-Wilk test. The result was important to determine the next step of the data analysis that would be used to examine the correlation of the variables.

b. Correlation Coefficient

Correlation Coefficient is a number which shows the strength of correlation between two variables. The result of the Correlation Coefficient determined the strength of the correlation between speaking anxiety and students speaking examination ability of the first semester students of the English Language Education Department (ELED) at University of Muhammadiyah Malang (UMM). This study used the Pearson Product Moment to analyze the research findings.

In this study, both data sources were continuous (ratio) from the test score. In order to know the correlation, the score of Pearson product moment was used. Then, the hypothesis testing was conducted to support data analysis.

c. Hypothesis Testing

After examining the coefficient of correlation, the next step was to analyze whether there was a significant correlation between the variables or not using hypothesis testing. Hypothesis testing was needed to determine the statistical correlation of the current study. So, the null hypothesis needed to be drawn and formulated as follows:

H_0 : There is no significant relationship between student's English speaking anxiety and students' on examination.

H₁: There is a significant relationship between English speaking anxiety and students' on examination.

2. Qualitative analysis

According to Miles & Huberman (1994, p.10), three steps in analyzing the qualitative data are data reducing, data display, and drawing the conclusion. The more explanation would be discussed in the following paragraphs.

a. Data Reduction

Data reduction means the process of selecting, focusing, simplifying, abstracting and transforming the raw data (Miles & Huberman, 1994, p.10). In this study, the interviews were conducted and the students' responses were noted. After gaining the data needed, the student's responses were classified into some degrees.

b. Data Display

Displaying the data is the process to organize, to compress assembly of information that permits conclusion drawing and action (Miles & Huberman, 1994). It is largely done in the form of table or extended description. In this research, displaying the data was done in the form of tables. (List of the appendix)

c. Drawing the Conclusion

After the data was displayed, some conclusions could be drawn. The conclusions were based on the information and general point given by the participants of the study.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This section presents the result of data analysis to answer the research questions, which are: (1) Is there any relationship between students' speaking anxiety and students speaking examination? (2) How do the lecturers deal with the anxiety occurred in the English speaking class?

Relationship between students' speaking anxiety and students speaking examination

Research found that student's speaking anxiety and student's speaking examination had a correlation. This finding was from the results of the students speaking examination score. Based on the data from the questionnaire, the results of the questionnaire were developed (see appendix I).

Table 4.1: Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Speaking anxiety	49	64	144	97.37	18.483
Valid N (listwise)	49				

The table showed that the total number of the students in this study was 49 students of the first semester of English Language Education Department (ELED). The students were asked to answer a questionnaire consisted of 36 questions. Students scored 4 if they could answer correctly and they scored 0 if they could not answer correctly.

The minimum and the maximum score of speaking anxiety was 64 and 144 respectively. Students had a low level of anxiety if they scored 64 while the students who scored the maximum score of 144 meant that they had a high level of anxiety with a mean of 97.73. The mean score was 97.73 (≥ 73) indicating a high level of speaking anxiety when they were having a speaking test. The mean score was 97.73 (≤ 73) indicating the students with a low level of anxiety. It was based on the standard of deviation 18.483 which was more than 40% from the mean 97.73.

The result was showed in the following table:

Table 4.3 Analysis result of Pearson Product Moment

		Speaking Anxiety	Speaking Score
Speaking Anxiety	Pearson Correlation	1	-.554**
	Sig. (2-tailed)		.000
	N	49	49
Speaking Score	Pearson Correlation	-.554**	1
	Sig. (2-tailed)	.000	
	N	49	49

** . Correlation is significant at the 0.05 level (2-tailed)

The table above showed the result of analysis correlation. It was known that there were two variables in the table: speaking anxiety and speaking examination (score) at speaking class. Pearson correlation (r) meant that the coefficient correlation and the strength of the relationship between two variables. Sig. (2-tailed) indicated p value and N indicated the number of respondents or the students. SPSS would give a symbol (**) and 0.05 significant level (α). The blue and red colors showed the result included the information for the same pairing of variables.

Before explaining the relationship between the two variables, the research problems needed to be answered by measuring whether the hypothesis was rejected or not. This study had two hypotheses, those were:

1. Null Hypothesis (H_0): there is no correlation between students' speaking anxiety and their speaking examination.
2. Alternative Hypothesis (H_a): there is a correlation between students' speaking anxiety and their speaking examination.

To know the answer, the researcher used SPSS hypothesis testing based on the Sig. (2-tailed) or p value. As a result of the correlation above (table 4.3), Sig. (2tailed) or p value= 0.000. Before the result was interpreted, these were theories of hypothesis testing based on SPSS calculation:

- a. H_0 accepted if $\text{Sig.}(2\text{-tailed}) > \alpha$ 0.05
- b. H_a accepted if $\text{Sig.}(2\text{-tailed}) < \alpha$ 0.05

The result of the data analysis was Sig. (2-tailed) or p value was 0.000 which was lower than α (level of significance 1% or 5%). It could be concluded that the alternative hypothesis (H_a) was accepted, which meant that ‘there was a correlation between students’ speaking anxiety and students speaking examination in speaking I class.

Furthermore, a table of significance (r table) was also used for hypothesis testing. Based on the r table, it could be seen that df of 48 (see appendix VII) with the degree of significance 5% was 0.282. If r value $> r$ table, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Conversely, if r value $< r$ table, the alternative hypothesis (H_a) was rejected and the null hypothesis (H_o) was accepted. By viewing this data r value was higher than r table on 5% and 1% significance ($0.554 > 0.282$ and $0.554 > 0.282$). Therefore, the alternative hypothesis was accepted and the null hypothesis was rejected.

After knowing that there was a relationship between students’ speaking anxiety and students speaking examination, the detail of the relationship would be explained. Based on the result above (table 4.3), it showed that the value of r was $-.554$, meaning that there was a negative relationship between speaking anxiety and students speaking examination based on their score.

It could be explained that the increase in the students’ speaking anxiety would be followed by a decrease in the students’ speaking examination score. Conversely, the decrease in the students’ speaking anxiety would be followed by the increase in the students’ speaking score. To know the strength of the relationship between the two variables, the interpretation relationship table by Arikunto was used and it was matched with r number of the table. The number of $-.554$ resided between $.400 - .600$ and it showed that the strength of correlation was moderate.

To know whether the correlation had significant correlation or not, the p value was compared with α . As explained before, H_a was accepted and it was stated that there was a significant correlation between students’ speaking anxiety and students speaking examination in speaking class. There was a negative significant correlation between students ‘speaking anxiety and students speaking examination.

How the lecturer deal with the students' speaking anxiety in English speaking class

From the interview, it was known that the lecturer applied the asking and giving questions (interview technique) during the oral test and the topic was about the students daily activities.

Excerpt Data 1

- **Interviewer:** Have you found that students feel anxiety during learning process?
- **Lecturer** :Yes. there are many of the students feel anxiety
(Lecturer speaking I, Interview/ L 1-4).

The interview showed that the lecturer found that when the students had not prepared themselves well before the presentation, they would feel nervous and less confident to speak up. The lecturer believed that some of the students faced some difficulties in understanding the topic or mastering the vocabulary. The students felt the anxiety during the learning process. This evidence was strengthened by the results of the interviews with the lecturer. In detail, the evidence could be seen in Appendix II.

Excerpt Data 2

- **Interviewer:** what kind of the test that you give to them so that you can know the students' speaking anxiety?
- **Lecturer:** formative assessment, it's like asking and giving a question and also giving the assessment during the learning process, and also giving the assessment at the end of the middle test and also at the final test.
(Lecturer speaking I, Interview/ L 6-14).

In addition, the lecturer employed a formative assessment like asking and giving a question during the learning process. Actually, the lecturer gave the instructions or explanations about the test by asking and giving questions and also asking the students if they could not answer or could not understand the questions. The lecturer also gave other kinds of test, like presentations, when the students were given topics such as their daily activities. The detailed data taken from the lecturer could be seen in Appendix II.

Excerpt Data 3

- **Interviewer:** Okay, now about the test and how to deal with it. How is your strategy to solve your students' speaking anxiety problems?

- **Lecturer:** By asking and giving questions (interview technique), I need to give more clarification or to describe the questions more detailed. If the students do not understand the questions, I will explain more by giving other synonyms.

(Lecturer speaking I, Interview/ L 31-39).

Based on the data, the lecturer dealt with the students' speaking anxiety during the learning process using an oral test in the form of asking and giving questions or interview technique. The questions in the conversations were about the daily activities of the students. The lecturer employed this strategy as the students needed to improve their vocabulary mastery. The lecturer asked the students if they still needed more clarification about the topic being discussed and the lecturer provided the explanation by giving the synonyms. The lecturer prepared for the quality questions before delivering them to the students. The questions should stimulate students to speak up their idea. For instance, the questions were about the students' daily activities. This data was taken from the lecturer. The detailed evidence could be seen in Appendix II.

Excerpt Data 4

- **Interviewer:** About the test or the assessment, was it for the groups or individual?

- **Lecturer:** It was for individual. So, the test or assessment was to measure individual performance.

(Lecturer speaking I, Interview/ L 43-45).

In addition, the lecturer checked individual performance in every test or assessment since it was about students' daily activities and that would be more relaxing for the students to describe some things close to them. This data was taken from the lecturer. The detailed evidence could be seen in Appendix II.

Excerpt Data 5

- **Interviewer** So, your strategy is like to ask them to describe something?

- **Lecturer:** not all, I will describe those questions in order to make them understand the questions. How? By giving other synonyms of the questions or restructure the questions. I would need to restructure the sentences or to give another synonym for the word they don't understand.

(Lecturer speaking I, Interview/ L 43-45).

Based on the data, asking and giving questions (interview technique) gave the lecturer an experience about the value or the importance of questioning, planning, and assessment. The lecturer improved asking and giving the questions test (interview technique) by giving more explanation about the topics of the test and by giving other synonyms of the questions or restructure of the questions if the students could not understand the sentences. Besides, the interview technique enhanced the lecturer appreciations of the extent of the diversity of ideas among the students. Interview technique also provided them some strategies for their communication. This data was taken from the lecturer. The detailed evidence could be seen in Appendix II.

Excerpt Data 6

Interviewer: After your students have had the exam, do you found that your students still have anxiety?

Lecturer: yeah, they still have

(Lecturer speaking I, Interview/ L 60-62).

In addition, during the implementation interview technique in the learning process, the lecturer found out that the students still had some difficulties in understanding the topic. The data showed that the lecturer applied the strategy of asking and giving questions (interview technique). This evidence was strengthened by the results of the interview with the lecturer. The detailed evidence could be seen in Appendix II.

Discussion

Based on the research findings, the first-semester students minimum and maximum score of speaking anxiety were 64 and 144 respectively. Furthermore, the level of speaking anxiety was divided into two categories, which were low speaking

anxiety and high speaking anxiety. In this case, the students had a low level of speaking anxiety if they scored 64 while the maximum score was 144. It meant that students had high anxiety with a mean of 97.73. The mean score was 97.73 (≥ 73) indicating a high level of speaking anxiety when the students were having a speaking test. The mean score was 97.73 (≤ 73) indicating the students with a low level of anxiety based on the standard deviation 18.483 which was more than 40 % from the mean 97.73. In summary, most of the first semester students of English Language Education Department (ELED) at University of Muhammadiyah Malang (UMM) were categorized having a high level of anxiety during speaking class. However, their speaking anxiety was at a moderate level meaning that the strength of the relationship was not very strong. This could be explained that variable X did not totally affect variable Y. In this problem, the speaking anxiety (variable X) did not totally affect the speaking score (variable Y). This might happen due to other influences or factors besides anxiety level, such as the influence of the lecturers or their teaching methods.

This research found out that the relationship between students' speaking anxiety and students speaking examination was $r = -0.554$, $p = .000$, $n = 49$. This result was similar to the result of a study conducted by Horwitz (1986) which showed that there was a correlation between FLCAS and final grade in two beginning Spanish classes with $r = -.49$, $p = .003$, $n = 35$ and in two beginning French classes with $r = -.54$, $p = .001$, $n = 32$.

The high level of speaking anxiety might happen because of some factors. These factors were related to the problems in speaking examination, such as the lecturer's inhibitions, when the students had nothing to say, low or uneven participation of the students, and the use of mother tongue (Brown, 2001). Those factors could make the students encounter difficulties when they were speaking in front of the class. Furthermore, the difficulties would be seen by different symptoms such as fast heartbeat, dry mouth, excessive perspiration, having no idea to talk, feeling ashamed, and the inability to concentrate as the manifestation of their anxiety or nervousness (Oxford, in Arnold, 1999). One of the effects of anxiety was they could not show their best during the examination and they could not have a good score. Consequently, if they could not overcome their anxiety when they were

speaking, their speaking performance would be bad. This result was similar to a statement of Horwitz (1986) who has pointed out that anxious students would have great trouble in performing their communicative competence since speaking in a foreign language seems to be a threatening aspect in language learning. From that statement, it could be explained that students who had a low level of anxiety could overcome their anxiety problem when they were speaking since they had overcome any threatening aspects that might influence them. As a result, they could perform well during the examination and they would have a good score in speaking.

The statement above supported this study's assumption that speaking anxiety could influence the first semester students' score during the speaking examination. This was in line to Kondo and Yang (2004) who state that foreign language anxiety could have a negative impact on the learners' performance. In this case, the negative impact was mentioned in the first semester students who performed badly during the examination and later had a low score. Furthermore, it was also similar to the result of a study conducted by Swain and Burnby (in McIntyre and Gardner, 1989) which proved if there was a negative correlation between anxiety and children's ability to speak French.

In summary, the result of this research showed that the students' speaking anxiety could influence the result of the students' speaking performance during the examination as shown by their score. Thus, if the students performed badly during the examination and then they had a low score, it could be identified that they had problems in their anxiety.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings, most of the first semester students have a low of speaking anxiety. It is found that the highest score of anxiety is 144 and the lowest is 65. Then the mean of anxiety score is 97.70. It has a score above 97.70 that has high anxiety; meanwhile, the students who get the score under 97.70 have low anxiety. In other words, the total number of students with high speaking anxiety is 12 out of 49 and 37 out of 49 for students with low anxiety.

Based on the result of calculation, it proves that the hypothesis that is accepted is H_a (alternative hypothesis) because p value is lower than α of significance is 1% or 5% ($0.000 < 0.05$). It can also be measured by comparing r value with r table, if r value is higher than r table then it will show the correlation between two variables. As the result, there is correlation between students' speaking anxiety and students' speaking examination since the correlation coefficient or r value is $-.554$ and it is higher than r table in 5% level of significance, so $0.554 > 0.282$. For the strength of correlation, based on Arikunto's measurement value of $-.554$ is in moderate correlation.

To conclude the statement above, there is negative symbol in front of correlation coefficient (r value), which indicates if there is negative correlation between two variables. Negative symbol indicates that one variable increased, while the other variable decreased. It can be explained that students who have high anxiety are likely to get lower score in speaking. Conversely, students who have low anxiety are likely to get better score in speaking. All of the students surely have anxiety, however, the difference is how they are able to overcome students speaking anxiety. The students who have low anxiety will seem calmer because they can control their anxiety.

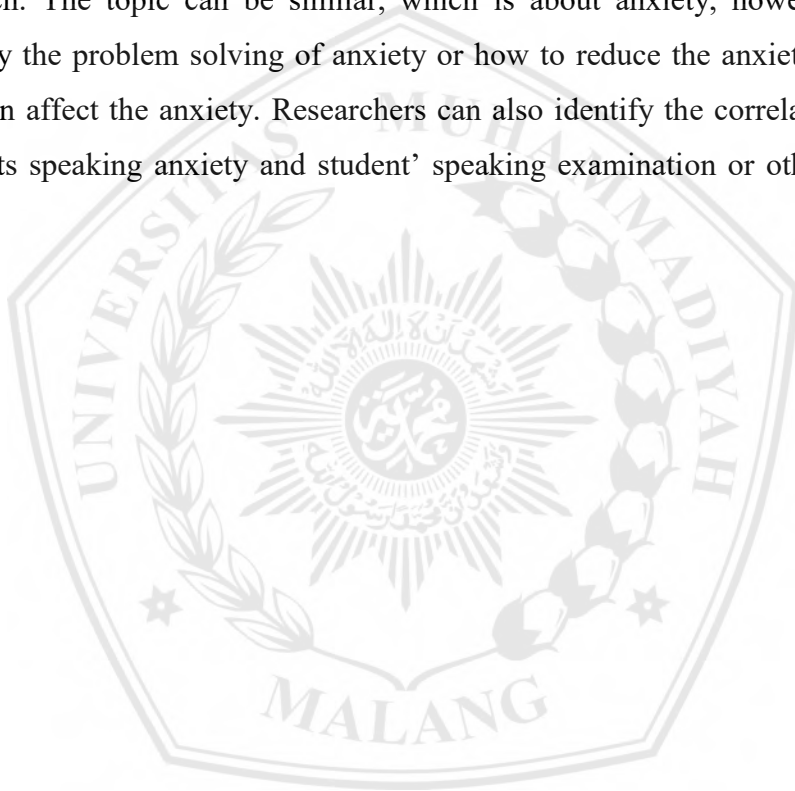
Suggestion

There are some suggestions that are presented to this research. The suggestions are:

1. For the teachers or lecturers, they should make the students think if English is interesting subject to learn. The lecturer should know the character of the students to motivate them to learn English, without feeling worry or anxious to perform

their skill orally. Furthermore, the teachers also need to invite them to have more practice to increase their braveness in speaking. Unconsciously, it might reduce their speaking anxiety.

2. For the students, it is important that they know their own ability. It is used to challenge themselves to be better in speaking. Anxiety is every students' problem but the solution is they should increase their confidence to defeat their feeling of anxious and nervousness.
3. For further researchers, they can use this research as a reference to conduct similar research. The topic can be similar, which is about anxiety, however they can identify the problem solving of anxiety or how to reduce the anxiety and factors that can affect the anxiety. Researchers can also identify the correlation between students speaking anxiety and student' speaking examination or others students' skill.



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APPENDIX I
QUESTIONNAIRE
Foreign Language Classroom Anxiety
Scale

Name:

Class:

Instruction:

1. Read carefully before you answer.
2. Put a check mark (✓) in your answer that was appropriate to the actual situation, there is no right or wrong answers.
3. The answers will not affect your academic scores.
4. Choose the answer: Strongly Agree (**SA**), Agree (**A**), Neither Agree Nor Disagree (**NAND**), Disagree (**D**), Strongly Disagree (**SD**)

1	I would feel more confident about speaking in class if we practiced more	1	2	3	4
2	I would feel less self-conscious about speaking in class in front of others if I knew them better.	1	2	3	4
3	I feel very relaxed in class when I have studied a great deal the night before	1	2	3	4
4	I am less anxious in class when I am not the only person answering a question	1	2	3	4
5	I think I can speak the foreign language pretty well, but when I know I am being graded, I mess up	1	2	3	4
6	I would be more willing to volunteer answers in class if I weren't so afraid of saying the wrong thing	1	2	3	4
7	I enjoy class when we work in pairs	1	2	3	4
8	I feel more comfortable in class when I don't have to get in front of the class	1	2	3	4
9	I would enjoy class if we weren't corrected at all in class	1	2	3	4
10	I am more willing to speak in class when we discuss current events	1	2	3	4
11	I would get less upset about my class if we did not have to cover so much material in such a short period of time	1	2	3	4
12	I enjoy class when we do skits in class	1	2	3	4
13	I would feel better about speaking in class if the class were smaller	1	2	3	4
14	I feel comfortable in class when I come to class prepared	1	2	3	4
15	I feel nervous during oral exams	1	2	3	4
16	I feel my heart beats very fast during oral exams.	1	2	3	4
17	Even if I am well prepared, I feel anxious during oral exams.	1	2	3	4
18	I feel nervous when I start speaking in front of the instructor (teacher).	1	2	3	4
19	I find it easier to have a media oral exam rather than speaking with the instructor.	1	2	3	4

20	I feel better when I have face-to-face oral exam	1	2	3	4
21	I forget things I know because of stress when I talk face-to-face with the instructor.	1	2	3	4
22	I have problems in speaking English	1	2	3	4
23	I have difficulty in making proper sentences and explaining my idea	1	2	3	4
24	I am good at grammar, but I cannot speak well.	1	2	3	4
25	I am good at vocabulary, but I cannot speak well.	1	2	3	4
26	I am shy to answer the teacher's questions and to speak at the lessons, although I know the answer	1	2	3	4
27	I pronounce words quite clear and correct.	1	2	3	4
28	I need to improve my grammar to speak better	1	2	3	4
29	I enjoy role-plays.	1	2	3	4
30	I would probably feel comfortable around native speakers of the foreign language	1	2	3	4
31	I get nervous when the language teacher asks questions which I haven't prepared in advance.	1	2	3	4
32	I am afraid that the other students will laugh at me when I speak the foreign language	1	2	3	4
33	I don't like any kind of speaking activities at all.	1	2	3	4
34	I get nervous and confused when I am in oral test examination	1	2	3	4
35	I have problems in speaking English when I have no preparation	1	2	3	4
36	I would feel better about speaking in class if I know about the topic from the teacher	1	2	3	4

APPENDIX II
Result of Questionnaire

No	1	2	3	4	5	6	7	8	9	10
1	5	1	5	5	3	4	2	1	2	2
2	2	1	4	5	3	2	3	2	4	4
3	2	1	2	5	5	2	3	1	4	5
4	3	2	2	3	3	1	2	3	2	2
5	2	3	2	3	4	3	3	2	4	2
6	1	2	2	2	2	4	3	1	1	3
7	3	1	2	2	2	3	3	1	3	3
8	3	2	1	4	3	2	3	3	2	4
9	2	3	2	2	3	3	2	3	3	3
10	3	4	3	4	2	3	4	3	3	4
11	5	2	3	2	2	2	2	2	3	2
12	2	2	2	1	2	2	3	1	4	3
13	2	2	2	2	3	3	3	3	2	2
14	4	3	3	4	5	3	5	1	5	4
15	2	2	2	2	2	2	3	2	2	3
16	4	2	2	4	4	3	4	3	5	4
17	3	3	3	3	5	4	3	4	5	5
18	4	2	5	5	5	5	4	2	3	4
19	3	2	4	3	3	4	2	2	2	2
20	5	3	4	5	4	5	4	5	5	4
21	2	2	3	2	3	3	3	3	4	3
22	3	2	4	2	5	3	2	2	5	2
23	3	1	2	3	3	1	3	2	2	3
24	3	2	2	4	5	4	3	2	5	3
25	4	4	3	2	3	3	3	2	4	3
26	4	3	4	3	3	3	4	3	1	3
27	4	3	2	1	3	2	1	2	2	4
28	4	3	4	3	3	3	3	4	5	4
29	4	3	4	3	3	3	4	4	5	4
30	2	2	2	2	2	2	2	2	2	2
31	2	2	2	2	2	5	3	4	3	2
32	4	2	5	3	4	3	2	3	3	4
33	3	2	3	2	4	3	3	3	4	3
34	3	2	2	4	2	4	4	1	3	5
35	4	3	4	4	4	2	5	2	4	4
36	3	3	4	2	3	4	2	2	4	3
37	3	3	4	2	3	3	4	3	3	4
38	3	3	4	4	3	3	3	3	4	4
39	3	3	4	4	3	3	4	3	4	4
40	2	2	2	4	2	4	1	1	3	3
41	3	2	4	2	3	3	3	4	4	5

42	2	3	4	2	3	3	4	3	4	3
43	3	3	3	2	3	4	4	3	3	3
44	3	3	4	2	3	2	3	3	2	4
45	2	2	3	3	3	2	3	2	3	4
46	3	3	2	3	3	2	2	3	3	2
47	2	2	3	3	2	3	3	4	3	3
48	2	2	3	3	2	3	3	3	3	3
49	3	3	4	4	3	4	4	3	2	3
No	18	19	20	21	22	23	24	25	26	27
1	1	5	2	2	2	2	3	2	2	2
2	2	4	4	2	2	4	3	4	3	3
3	2	4	4	2	1	3	5	5	3	3
4	2	2	3	2	2	4	4	2	2	2
5	3	2	3	2	3	3	3	3	2	4
6	1	1	2	1	2	3	3	2	2	2
7	1	1	2	1	3	3	2	2	2	2
8	3	3	2	2	2	3	4	2	2	2
9	2	3	2	2	2	4	3	2	2	2
10	3	4	3	2	2	4	4	3	3	2
11	1	1	2	2	1	2	3	2	2	1
12	1	3	3	1	4	2	3	4	2	1
13	2	4	3	3	3	3	4	3	2	2
14	4	5	3	4	5	3	3	4	2	5
15	3	1	2	1	1	4	2	2	2	1
16	2	2	4	1	4	4	1	4	2	4
17	2	3	5	5	1	5	4	2	4	4
18	1	4	4	4	4	5	5	5	5	4
19	1	5	3	5	5	3	3	4	2	2
20	1	4	4	4	5	5	5	4	5	4
21	3	4	4	3	1	3	4		3	3
22	4	5	3	4	3	3	5	5	5	4
23	1	3	3	2	2	3	2	3	3	2
24	2	2	3	4	4	4	3	5	3	4
25	3	4	3	4	4	4	5	4	4	5
26	3	4	4	3	1	2	3	4	3	4
27	2	2	2	3	1	2	2	2	2	2
28	3	2	3	2	3	3	4	2	4	3
29	3	2	3	2	3	3	3	2	4	4
30	2	2	3	3	1	2	2	2	3	2
31	2	2	2	3	2	4	2	2	4	2
32	4	2	4	3	3	3	1	4	3	4
33	3	3	3	3	3	3	3	4	3	2
34	2	3	2	2	1	3	4	4	3	2
35	3	3	4	3	2	3	4	3	3	4

36	3	4	4	2	1	2	2	3	3	3
37	3	3	4	3	3	3	3	3	3	3
38	3	3	2	2	2	3	3	3	3	3
39	3	3	2	2	2	3	3	3	3	3
40	2	2	3	3	5	2	2	4	4	2
41	3	3	4	2	4	4	4	3	5	3
42	4	2	2	4	4	3	4	3	5	4
43	3	3	3	3	5	4	3	4	5	5
44	4	2	5	5	5	5	4	2	3	4
45	3	2	4	3	3	4	2	2	2	2
46	5	3	4	5	4	5	4	5	5	4
47	2	2	3	2	3	3	3	3	4	3
48	3	2	4	2	5	3	2	2	5	2
49	3	1	2	3	3	1	3	2	2	3



APPENDIX III

How to deal or the strategy of the teachers used in speaking anxiety

Teacher: Asking and giving question (interview technique)

(Teacher speaking I, Interview/ L 1-62).

Code	Transcript of interview	Line
	Interviewer: have you found that students feel anxiety during learning process?	1.
		2.
	Teacher: there are many students feel anxiety in the first time in speaking class.	3.
		4.
	Interviewer: okay, after I look at your portfolio of students speaking score, some students high score then low. The question is what kind of the test that you give to them, so that you know the problems of speaking anxiety?	5.
		6.
		7.
		8.
	Teacher: a test.? So talk about the formal test could be middle test and also final test that actually assessment there is also formative assessment during the teaching and also the assessment there is conducted in the end of the following middle test and also final test. for the formative assessment like asking the question and also conclude assessment then I ask to students and students cannot answer or cannot understand the questions so it means they have problems with they are understanding it can be they feel nerves or not mastery the vocabulary and also maybe they cannot how to construct the sentences so that in the form of formative assessment, another of form formative assessment could be like presentation, so during the presentation the teacher can see that students confidence, students confidence it also choose their preparation if they well prepare they will confidences. Even though they are still they have like nerves being nerves so that, if they well prepare it means they will be more confidences then they well not prepare.	9.
		10.
		11.
		12.
		13.
		14.
		15.
		16.
		17.
		18.
		19.
		20.
		21.
		22.
		23.
		24.
		25.
	so, those two the formative one so that a test I did interview so it is like IELTS test one, so it is interview the question about the daily activities the daily conversations so it's more to relax one so the second, the final one it is like IELTS test two so it is more one describe things. But was have already given the cute curt to player to delivery. So I give them more preparation.	26.
		27.
		28.
		29.
		30.
		31.
	Interviewer: okay. That is about the test, and how to deals or your strategy to solve that students speaking anxiety problems?	32.
		33.
	Teacher okay, I talk about the question, if I ask to the students and they don't understand I need to give more clarification I need to describe the question more detail instance if I ask them, if the students don't understand about the question I will explain more the question with find other synonym in order them to understand the task or questions, the question is it's about the describing more to the question by finding the synonym the second one, I give like „and they feel anxiety when coming	34.
		35.
		36.
		37.
		38.
		39.
		40.
		41.

	inform of the class, so they need more time to prepare I like them sit down and have preparation and ask the other students to the second floor.	42. 43. 44.
	Interviewer: that's, it is grouping or individual?	45.
	Teacher: Individual. So, for all the assessment by individual performances.	46. 47.
	Interviewer: So, that strategy like describes some things?	48.
	Teacher: no. for example I give them a questions so then, when they don't understand about that questions I will describes that questions in order to make them understand about the question, how? by finding other synonym of the questions, the word of the questions or restructure of the questions I would restructure it "jadi apa di restructure lagi" I need to restructure the sentences or find other synonym of the word if they don't understand, so that first strategy and the second one as I talk to you that I give them or I ask them to have their performance in front of the class and they don't seem to preparer it means they are anxious.	49. 50. 51. 52. 53. 54. 55. 56. 57. 58.
	Interviewer: before the students get the exam, have you found the students still have anxiety?	59.
	Teacher: yeea still have.	60.
	Interviewer: so, what kind other strategy?	61.
	Teacher: only describes things	62. 63.

APPENDIX IV
Anxiety Score

NO	Name	Anxiety Scale	Categorization
1	Student 1	78	Low anxiety
2	Student 2	100	High anxiety
3	Student 3	104	High anxiety
4	Student 4	79	Low anxiety
5	Student 5	94	Low anxiety
6	Student 6	64	Low anxiety
7	Student 7	69	Low anxiety
8	Student 8	86	Low anxiety
9	Student 9	81	Low anxiety
10	Student 10	70	Low anxiety
11	Student 11	75	Low anxiety
12	Student 12	85	Low anxiety
13	Student 13	124	High anxiety
14	Student 14	72	Low anxiety
15	Student 15	103	High anxiety
16	Student 16	124	High anxiety
17	Student 17	132	High anxiety
18	Student 18	105	High anxiety
19	Student 19	144	High anxiety
20	Student 20	101	High anxiety
21	Student 21	98	High anxiety

22	Student 22	119	High anxiety
23	Student 23	78	Low anxiety
24	Student 24	110	High anxiety
25	Student 25	116	High anxiety
26	Student 26	97	Low anxiety
27	Student 27	74	Low anxiety
28	Student 28	112	High anxiety
29	Student 29	113	High anxiety
30	Student 30	75	Low anxiety
31	Student 31	87	Low anxiety
32	Student 32	107	High anxiety
33	Student 33	103	High anxiety
34	Student 34	89	Low anxiety
35	Student 35	110	High anxiety
36	Student 36	98	High anxiety
37	Student 37	104	High anxiety
38	Student 38	103	High anxiety
39	Student 39	104	High anxiety
40	Student 40	94	Low anxiety
41	Student 41	111	High anxiety
42	Student 42	80	Low anxiety
43	Student 43	112	High anxiety
44	Student 44	80	Low anxiety
45	Student 45	103	High anxiety

46	Student 46	78	Low anxiety
47	Student 47	75	Low anxiety
48	Student 48	110	High anxiety
49	Student 49	75	Low anxiety



APPENDIX V

UNIVERSITAS MUHAMMADIYAH MALANG DAFTAR PENILAIAN DOSEN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

MATA KULIAH : ELP SPEAKING D

DOSEN : Rafika Rabba Farah, M.Ed

SEM/TR. AJARAN :
FAK/JURUSAN :
JUMLAH PERTEMUAN¹⁾ :

: Ganjil/2018
: FKIP/Bhs
In :

No	NIM	Nama	Presensi			Nilai					Nilai Akhir	
			1	2	3	Kehadiran	Tugas	UTS	UAS	Praktikum	Angka	Huruf
Bobot Item Penilaian oleh Dosen (%) ¹⁾			10	10	10	20	10	30	30	0	-	-
1	201810100311084	KHARISMA MARDIANA ANINDASARI	13	1	1	15	65	65	65	0	69.60	C+
2	201810100311085	IKKO RAHMATYA	14	1	1	16	82	80	83	0	85.35	A
3	201810100311086	MUHAMMAD REVANZA	12	1	1	15	75	70	70	0	72.30	B
4	201810100311087	HAFIZH HARDANTYO	14	1	1	16	80	78	79	0	83.05	A
5	201810100311088	NOFITA SARI	13	1	1	15	65	65	65	0	69.60	C+
6	201810100311089	RIZKY PUTRI RAWATI	14	1	1	16	80	75	83	0	83.55	A
7	201810100311090	DITA YAROHMA	13	1	1	15	65	65	65	0	69.60	C+
8	201810100311091	NURLADITA	13	1	1	15	75	65	78	0	76.80	B+
9	201810100311092	IFFATURRIZKİYAH	14	1	1	16	80	77	79	0	82.75	A
10	201810100311093	MOCHAMMAD RAJA MAHASINA	13	1	1	15	75	65	65	0	69.60	C+
11	201810100311094	SAUQI FU'AD MUHARRAM	14	1	1	16	75	68	72	0	76.85	B+
12	201810100311095	IRINE FATHWA NUR AZIZAH	13	1	1	15	75	79	77	0	80.65	A
13	201810100311096	AHMAD MUZAKIR	13	1	1	15	65	70	65	0	69.60	C+
14	201810100311097	NATASYA SALSABILLA HERIANTO PUTRI	14	1	1	16	80	82	76	0	83.20	A
15	201810100311098	GRESTA ERUANA	12	1	1	15	75	70	70	0	72.30	B
16	201810100311099	UBIT SAFITRI	12	1	1	14	72	65	70	0	72.30	B
17	201810100311100	NAFISA WAHYU PRASTIWI	13	1	1	15	73	75	72	0	77.40	B+
18	201810100311101	AJSA ZUHRİYANTI	13	1	1	15	68	65	62	0	69.60	C+
19	201810100311102	SAVIRA PUTRI SANIA	14	1	1	16	72	70	75	0	78.05	B+
20	201810100311103	QABILA MAULINA NUR SAFITRI	13	1	1	15	75	76	70	0	77.30	B+
21	201810100311104	HANNA TRISNAYANA	13	1	1	15	65	65	65	0	69.60	C+
22	201810100311105	RIKO ALDI MILENIA FIRMANANDA	14	1	1	16	80	77	78	0	82.40	A
23	201810100311106	WAHYU NURCAHYO	12	1	1	14	65	65	70	0	69.60	C+
24	201810100311107	RAFIKA ZHAFIRA	14	1	1	16	80	82	82	0	85.30	A

1) Jumlah kehadiran adalah jumlah presensi selama 1 semester

2) Bobot Item Penilaian sesuai dengan bobot (Weighting) masing item sesuai kompetensi MK, pengisian tidak boleh kosong harus angka (0) dan total persentase harus 100

3) Presensi 1 : kehadiran mahasiswa saat

kehadiran

Presensi 2 : kehadiran mahasiswa saat UTS

Presensi 3 : kehadiran mahasiswa saat UAS

Malang, 10 November 2018

Dosen Pembina MK,

Rafika Rabba Farah, M.Ed

UNIVERSITAS MUHAMMADIYAH MALANG
DAFTAR PENILAIAN DOSEN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

MATA KULIAH : FLSP Speaking H
DOSEN : Rafika Rabba Farah, M.Ed.

SEM/TH AJARAN : Ganjil/2018
FAK/JURUSAN : FKIP/Bh Ia
JUMLAH PERTEMUAN¹⁾ :

No	NIM	Nama	Presensi			Nilai					Nilai Akhir	
			1	2	3	Kehadiran	Tugas	UTS	UAS	Praktikum	Angka	Huruf
Bobot Item Penilaian oleh Dosen (%) ¹⁾			10	10	10	20	15	30	35	10	-	-
1	201810100311191	MOH. RIZQI	12	1	1	14	69	65	68	0	71.15	B
2	201810100311192	MUTIARA CINTRA MELENIA SUKOCO PUTRI	13	1	1	15	69	65	60	0	69.60	C+
3	201810100311193	ISMAWATI SOASIU	14	1	1	16	80	82	78	0	83.90	A
4	201810100311194	FIRDA DIAH FAHRHEZHA	13	1	1	16	70	65	60	0	69.60	C+
5	201810100311195	JHOUDI PAMADYA DEWA	12	1	1	14	73	70	65	0	73.95	B
6	201810100311196	CICI ARUYANTI ARUHI	14	1	1	16	70	65	70	0	74.50	B
7	201810100311197	EMA WAFOAH	14	1	1	16	80	75	78	0	81.80	A
8	201810100311198	SISCA NAWANG PUSPA		1	1	2	0	0	0	0	2.50	E
9	201810100311199	NILMA HAYATI	14	1	1	16	80	80	78	0	83.30	A
10	201810100311200	ANTONIO SYAFI	13	1	1	13	72	70	65	0	70.80	B
11	201810100311201	RESA EKA AMBELA	11	1	1	13	72	70	65	0	70.80	B
12	201810100311202	AHMADHAN NAUFAL KHARISMA ADZANA	14	1	1	16	80	82	78	0	83.90	A
13	201810100311203	ATIKA AYU NINTYAS HAMZAH	8	1	1	10	0	0	0	0	12.50	E
14	201810100311204	HILYA ULFA	13	1	1	15	75	70	80	0	79.00	B+
15	201810100311205	QARNA MUTHI ULYA	11	1	1	13	75	80	70	0	76.00	B+
16	201810100311206	LINA NABILAH	13	1	1	15	75	70	78	0	78.30	B+
17	201810100311207	RINSA SEPTIA ARSHY NUBA	9	1	0	10	0	77	0	0	35.60	E
18	201810100311208	REZA WARDANA	14	1	1	16	70	65	60	0	69.60	C+
19	201810100311209	MUHAMMAD SOFIQ ANDRIANSYAH	11	1	1	13	78	77	60	0	72.05	B
20	201810100311210	KURNIA AYU ANANDA	0	0	0	0	0	0	0	0	0.00	E
21	201810100311211	RAYHAN THIRAFI	12	1	1	14	80	83	82	0	83.10	A
22	201810100311212	DWI WULANDARI	11	1	1	13	82	80	80	0	80.55	A
23	201810100311213	ARIF SETYO WAHONO	9	1	0	10	0	80	0	0	36.50	E
24	201810100311214	WILDAN BAHAGI YUSUFAT TABA	13	1	1	15	80	79	75	0	80.70	A
25	201810100311216	WANLAYA SASITORN	0	0	0	0	0	0	0	0	0.00	E

- 1) Jumlah kehadiran adalah jumlah presensi selama 1 semester
2) Bobot Item Penilaian sesuai dengan bobot (%) masing-masing item sesuai kompetensi MK, pengisian tidak boleh kurang dari angka (0) dan total persentase harus 100
3) Presensi 1 : kehadiran mahasiswa saat
Presensi 2 : kehadiran mahasiswa saat UTS
Presensi 3 : kehadiran mahasiswa saat UAS

Malang, 10 November
2018/2018 Dosen Pembina MK,
Rafika Rabba Farah, M.Ed.